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ABSTRACT

This demonstration booklet illustrates the kind of exercises, test questions, and tasks used in the 2003 assessment of student achievement in reading and mathematics by the National Assessment of Educational Progress (NAEP). Each student will be asked to complete the background section and the cognitive sections for one subject, and the assessment will require 90 minutes of a student's time. The booklet for Grade 8 is divided into four sections: Part One contains the descriptions of each assessment, followed by the booklet directions and subject-specific samples of reading and mathematics questions; Part Two contains the general background questionnaire that students will be asked to answer; Part Three contains the background questionnaires that accompany each subject; and Part Four (located on the back cover) presents general information about the NAEP program. (PM)

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ED 473 488

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

DEMONSTRATION BOOKLET GRADE 8

READING AND MATHEMATICS

2003

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The Nation's Report Card NAEP

CS 511 678

Admin Schedule Line #_____

Demonstration Booklet
2003 — Grade 8
Reading and Mathematics

The Nation's Report Card NAEP

School and Teacher Information

SCHOOL # | TEACHER #

TOTAL TIME for ACCOMMODATION | ADMIN CODE

012 – 345678 – 9

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NAEP 2003 ASSESSMENT
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
READING AND MATHEMATICS
EIGHTH GRADE

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Information About National Assessment of Educational Progress ..... Back Cover

ABOUT THIS DEMONSTRATION BOOKLET

On behalf of the National Assessment of Educational Progress (NAEP) project team, I want to thank you and other members of your school system for agreeing to participate in the NAEP assessment. Your participation is essential and highly valued. The data that NAEP provides about student achievement are widely used by parents, educators, and researchers throughout the nation. Your assistance contributes to our success in measuring what students know and can do.

NAEP is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, national assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. Since 1990, NAEP assessments have also been conducted on the state level. As provided for by law, beginning in 2003 NAEP will assess fourth- and eighth-grade students in reading and mathematics biennially.

This demonstration booklet illustrates the kinds of exercises, test questions, and tasks used in the 2003 assessment of student achievement in reading and mathematics. Each participating student will be asked to complete the subject matter sections and a background section for one subject test. The length of the assessment will require about 90 minutes of a student's time.

This booklet is divided into four parts. Part one contains descriptions of each assessment, followed by the booklet directions and subject-specific samples of reading and mathematics questions that are representative of those in the assessment. The second part has the general background questionnaire that eighth graders will be asked to answer and the third part contains the background questionnaires that accompany each subject. NAEP asks students questions about their school experience and what teachers teach in the classroom to help guide decisions regarding education made by policymakers using NAEP data and results. Students' answers to all questions are confidential and students' names are removed from all completed assessment materials.

The sample questions included in this booklet are intended to convey the kinds of questions and question formats that comprise the 2003 assessment. The actual questions in the assessment must be safeguarded to maintain the integrity of the assessment and resulting data. Released questions from previous NAEP assessments are available to be viewed and downloaded from the National Center for Education Statistics (NCES) Web site at http://nces.ed.gov/nationsreportcard. However, members of the public may request access to secure NAEP questions. More information on the procedures to follow to make such a request is included in part four of this booklet.

The final part of the booklet, located on the back cover, presents general information about the NAEP program.

If you have any questions or comments regarding the NAEP program or this booklet, please refer to http://nces.ed.gov/nationsreportcard or call Sherran Osborne of NCES at (202) 502–7420.

Peggy G. Carr, Associate Commissioner
Education Assessment
National Center for Education Statistics

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THE READING ASSESSMENT

The NAEP reading assessment measures students' ability to understand, to interpret, and to think critically about different types of texts. In responding to stories, articles, and documents, students are asked to read *for literary experience, to gain information,* and *to perform a task.* The assessment comprises reading materials selected from publications and other resources typically available to students in and out of school.

Across the three purposes for reading, students are asked to demonstrate their understanding by responding to comprehension questions that reflect four different aspects of reading. These aspects characterize the ways readers respond to text while developing understanding. *Forming a General Understanding* questions ask students to consider the text as a whole. *Developing Interpretation* questions ask students to discern connections and relationships within the text. *Making Reader/Text Connections* questions ask students to connect information from the text with prior knowledge and experience. *Examining Content and Structure* questions ask students to critically evaluate the content, organization, and form of the text.

The NAEP reading assessment contains multiple-choice questions as well as short and extended constructed-response questions. Students spend approximately 50 to 60 percent of their assessment time providing written answers to the constructed-response questions.

Each student who participates in the assessment will receive one assessment booklet. At grade 8, the booklets will contain either two 25-minute reading sections or one 50-minute section made up of reading materials and questions as well as a short questionnaire designed to yield information about the student and school practices, such as the amount of time spent on homework or the types of instruction encountered in the classroom.

NAEP Reading Framework

Distribution of Percentage of Assessment Time Across Purposes for Reading and Grades

	Grade 4	Grade 8	Grade 12
Literary	55%	40%	35%
Informative	45%	40%	45%
Task	**	20%	20%

**Not assessed at grade 4.

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READING BOOKLET DIRECTIONS

In each of the next two sections, you will have 25 minutes to read a story, an article, or a document and answer questions about it. You should think carefully about your answers, and you should use the entire 25 minutes to complete each section.

You will be asked to respond to three different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet.

For other questions, you will be asked to write short answers on the blank lines provided in your booklet. Here is an example of a question that requires you to provide a short answer.

Example 1

Give an example from the article that shows Mandy was not a quitter.

One example is that Mandy's mother didn't want her to umpire in public, but Mandy persuaded her mother to let her.

Also, you may be asked to answer other questions by writing longer, more detailed responses on a full page of blank lines. For example, here is a question that requires you to provide a longer answer.

Example 2

Explain how Mandy's mother and brother helped Mandy to become the first woman umpire.

Mandy's mother helped her by agreeing to let her umpire at a public ball game. Mandy did so well that the team offered her a job as umpire. Mandy's brother helped her by letting her play baseball with him. He also helped Mandy to persuade their mother to let her play in public.

When you are asked to write your response be sure that your handwriting is clear. Think carefully about each question and make your answers as complete as possible, using as many lines as you need.

You may go back to the story, article, or document when answering any of the questions. If you finish before time is called, be sure to read your work again and change anything that you think will make your answers better.

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READING SAMPLE QUESTIONS

(More sample assessment questions are available on NAEP's Web site at http://www.nces.ed.gov/nationsreportcard/itmrls/)

In this section, you will have 25 minutes to read an article and answer 9 questions about it. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

Do not go past the STOP sign at the end of the section. If you finish before time is called, you should go over your work again and change anything that you think will make your answers better.

PLEASE TURN THE PAGE AND BEGIN READING NOW.

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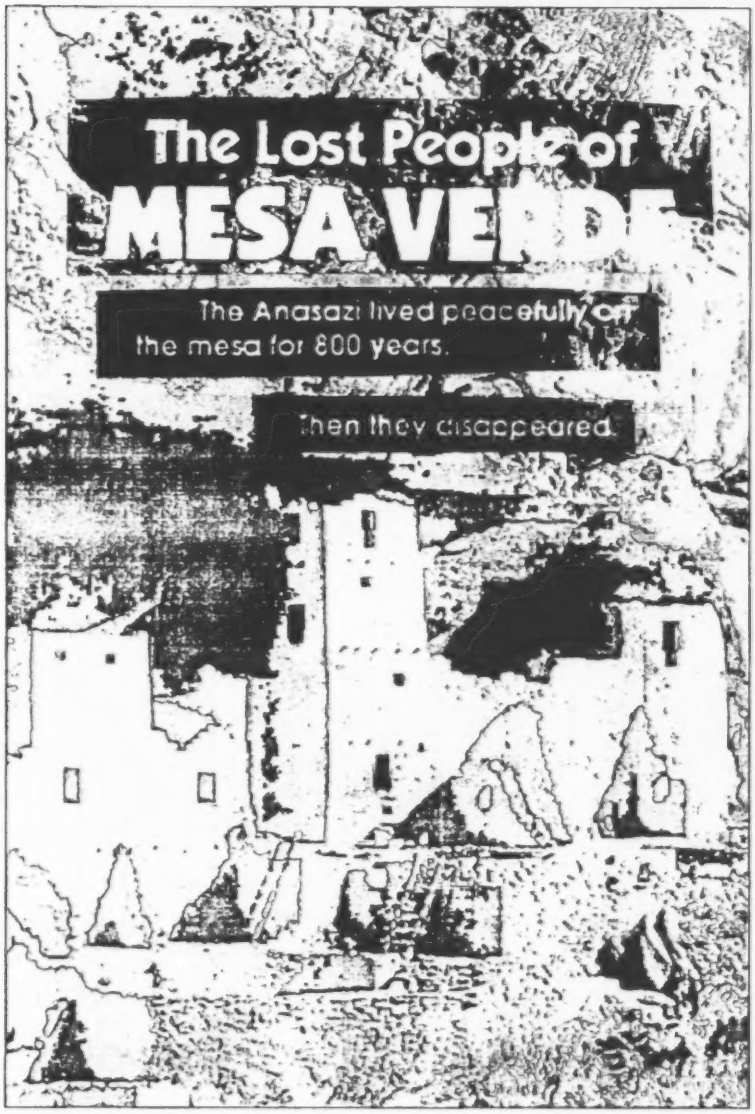

In the dry land of southwestern Colorado a beautiful plateau rises. It has so many trees that early Spanish explorers called it Mesa Verde, which means "green table." For about eight hundred years Native Americans called the Anasazi lived on this mesa. And then they left. Ever since the cliff houses were first discovered a hundred years ago, scientists and historians have wondered why.

Anasazi is a Navajo word meaning "the ancient ones." When they first settled there, around 500 A.D., the Anasazi lived in alcoves in the walls of the high canyons. Later they moved to the level land on top, where they built houses of stone and mud mortar. As time passed, they constructed more elaborate houses, like apartment buildings, with several families living close together.

The Anasazi made beautiful pottery, turquoise jewelry, fine sashes of woven hair, and baskets woven tightly enough to hold water. They lived by hunting and by growing corn and squash. Their way of life went on peacefully for several hundred years.

Then around 1200 A.D. something strange happened, for which the reasons are not quite clear. Most of the people moved from the level plateau back down into alcoves in the cliffs. The move must have made their lives difficult because they had to climb back up to the plateau to do the farming. But it seems the Anasazi planned to stay in the canyon walls, for they soon filled the alcoves with amazing cliff dwellings. "Cliff Palace," the most famous of these, had more than two hundred rooms.

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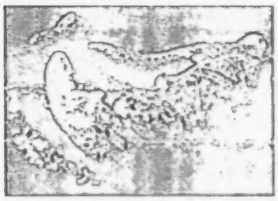
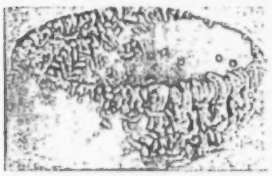




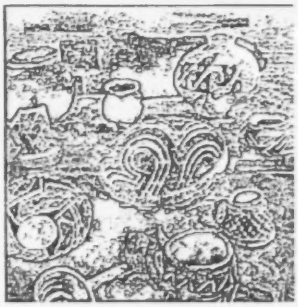
For all the hard work that went into building these new homes, the Anasazi did not live in them long. By 1300 A.D. the cliff dwellings were empty. Mesa Verde was deserted and remained a ghost country for almost six hundred years. Were the people driven out of their homes by enemies? No sign of attack or fighting, or even the presence of other tribes, has been found.

Archaeologists who have studied the place now believe there are other reasons. Mesa Verde, the beautiful green table, was no longer a good place to live. For one thing, in the second half of the thirteenth century there were long periods of cold, and very little rain fell—or else it came at the wrong time of year. Scientists know this from examining the wood used in the cliff dwellings. The growth rings in trees show good and bad growing seasons. But the people had survived drought and bad weather before, so there must have been another reason.

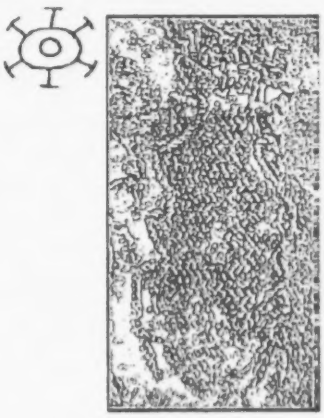
As the population grew, more land on the mesa top had to be farmed in order to feed the people. That meant that trees had to be cut to clear the land and also to use for houses and fuel. Without the forests, the rain began to wash away the mesa top.

How do we know about erosion problems that happened about eight hundred years ago? The Anasazi built many low dams across the smaller valleys on the mesa to slow down rain runoff. Even so, good soil washed away, and the people could no longer raise enough food. As the forests dwindled, the animals, already overhunted, left the mesa for mountainous areas with more trees.

And as the mesa "wore out," so did the people. It appears that the Anasazi were not healthy. Scientists can learn a lot about ancient people's health by studying the bones and teeth found in burials. The mesa dwellers had arthritis, and their teeth were worn down by the grit in corn meal, a main part of their diet.



The sturdy baskets, woven sandals, and beautiful pottery left behind by the Anasazi may be 1,000 years old.



Bureau of Land Management–
Anasazi Heritage Center Collections

As food became scarce, people grew weaker. Not many lived beyond their twenties. Women died very young, and few babies survived. Living so close together in the cliff houses, where everyone was hungry and worried, the people must have suffered from emotional strain. They probably quarreled often.

In the end the Anasazi must have given up hope that things would get better. Families packed up and went away. Of course, the "ancient ones" did not simply disappear. They moved southeast to another area and mingled with other peoples.

After a while their heritage as the people of the Mesa Verde was forgotten.

In time the trees grew back and the plateau became green once more. But, for the Anasazi it was too late. Although they respected nature and tried to farm wisely, land that was used too hard could not support them forever.

Yet in their cliff houses and crafts the "ancient ones" left us a superb monument. It is truly one of the most fascinating pictures of America's past.

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1. After reading this article, what do you think is the most important information about the Anasazi?

2. The three moves made by the Anasazi are listed below. Explain the possible reasons that were suggested in the article for each move.

   500–1200 A.D.—The Anasazi moved from the alcoves to the top of Mesa Verde.

   1200 A.D.—The Anasazi moved back down into the alcoves in the cliffs.

   1300 A.D.—The Anasazi left Mesa Verde.

3. If you had lived with the Anasazi at Mesa Verde, would you have preferred living on the top of the mesa or in the cliff houses built into the alcoves? Explain your preference by using information from the article.

4. If you could talk to the author of this article, what is one question you could ask her about the Anasazi that is not already answered in the article? Explain why you would want to know this information.

5. Which idea from the text about the Anasazi do the photographs support?

   (A) They were able to create many useful objects.

   (B) Farming was probably their major source of food.

   (C) Wood seems to have been their primary building material.

   (D) Their life became much easier when they moved into the cliff dwellings.

6. Imagine that you are living with the people of Mesa Verde during the 1200's when they left the mesa. Some of your friends and neighbors do not want to leave the area. Based on information in the article, what would you tell these people to convince them to leave?

_____

_____

_____

_____

7. The Anasazi's life before 1200 A.D. was portrayed by the author as being

   (A) dangerous and warlike

   (B) busy and exciting

   (C) difficult and dreary

   (D) productive and peaceful

8. The title and photograph on the first page of the article are probably meant to make the disappearance of the Anasazi seem to be

   (A) a personal tragedy

   (B) a terrible mistake

   (C) an unsolved mystery

   (D) an important political event

9. Some people say that the Anasazi's success as a civilization may have actually caused their own decline. Using information in the article, explain why you agree or disagree with this statement.

THE MATHEMATICS ASSESSMENT

The NAEP mathematics assessment measures students' ability to solve problems in five mathematics content strands: Number Sense, Properties, and Operations; Measurement; Geometry and Spatial Sense; Data Analysis, Statistics and Probability; and Algebra and Functions. Students are asked questions within each of these five content strands which involve conceptual understanding, procedural knowledge and/or problem solving (mathematical abilities) within a broader context of reasoning, making connections, and communication (mathematical power).

The exercise types include multiple-choice questions, short-answer open-ended questions, and extended open-ended tasks. The extended exercises allow students to communicate their ideas and demonstrate the reasoning they used to solve problems. The short answer and extended response type questions make up more than 50 percent of student assessment time. The assessment also incorporates the use of calculators (four-function at grade 4 and scientific at grades 8 and 12), rulers (at all grades), protractors (at grades 8 and 12), and manipulatives such as spinners and geometric shapes into some parts of the assessment, but not all. Calculator use is permitted on approximately one-third of the test questions. NAEP provides all ancillary materials for students.

Each student who participates in the assessment will receive one test booklet. The assessment booklets will contain two 25-minute sets of test questions, as well as a short questionnaire designed to yield information about the student and school practices, such as the amount of time spent on homework or the types of instruction encountered in the classroom.

NAEP Mathematics Framework
Distribution of Percentage of Assessment Questions
Across Content Strands and Grades

	Grade 4	Grade 8	Grade 12
Number Sense, Properties and Operations	40%	25%	20%
Measurement	20%	15%	15%
Geometry and Spatial Sense	15%	20%	20%
Data Analysis, Statistics, and Probability	10%	15%	20%
Algebra and Functions	15%	25%	25%

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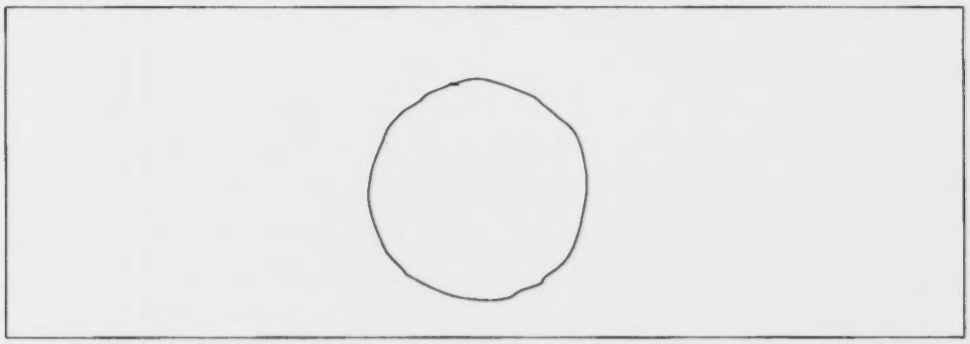
MATHEMATICS BOOKLET DIRECTIONS

This assessment uses many different booklets. Each booklet has different questions. Do not worry if the person next to you is working on questions that do not look like those you are working on.

Read each question carefully and answer it as well as you can. Do not spend too much time on any one question.

For some of the questions you may need to write or draw the answer. You can see how this is done in the example below.



You may be given a calculator to use for at least one part of your booklet. If you are given a calculator, you will have to decide when to use it in each section where its use is permitted. For some questions using the calculator is helpful, but for other questions the calculator may not be helpful. After each question you will be asked to indicate whether you used the calculator.

When you receive the calculator, make sure you know how to use it. There are instructions on the back cover of this booklet to help you. If the calculator does not work or if you do not know how to use it, raise your hand and ask for help.

REMEMBER:

Read each question CAREFULLY.

Fill in only ONE OVAL for each question or write your answer in the space provided.

If you change your answer, ERASE your first answer COMPLETELY.

CHECK OVER your work if you finish a section early.

Do not go past the STOP sign at the end of each section until you are told to do so.

MATHEMATICS SAMPLE QUESTIONS

(More sample assessment questions are available on NAEP's Web site at http://www.nces.ed.gov/nationsreportcard/itmrls/)

1. Of the following, which is the best unit to use when measuring the growth of a plant every other day during a 2-week period?

   (A) Centimeter

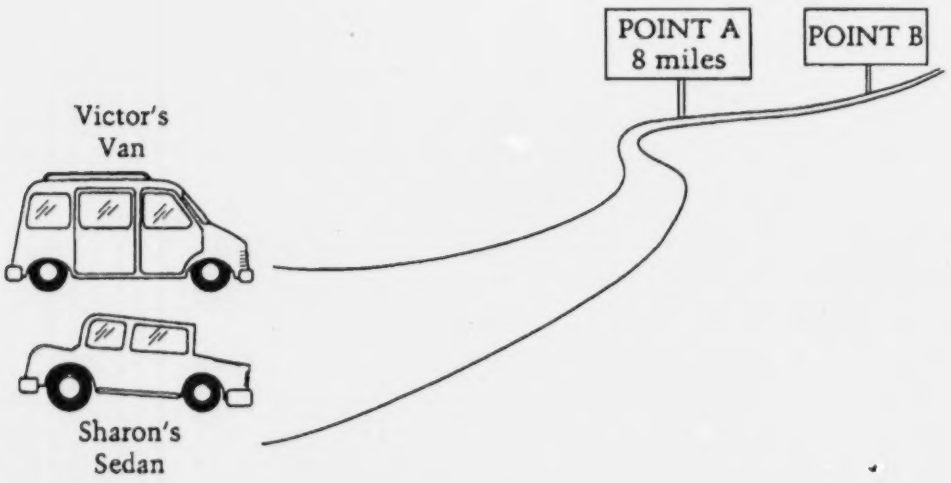
   (B) Meter

   (C) Kilometer

   (D) Foot

   (E) Yard

GO ON TO THE NEXT PAGE



2. Victor's van travels at a rate of 8 miles every 10 minutes. Sharon's sedan travels at a rate of 20 miles every 25 minutes.

   If both cars start at the same time, will Sharon's sedan reach point A, 8 miles away, before, at the same time, or after Victor's van?

   Explain your reasoning.

   _____

   _____

   _____

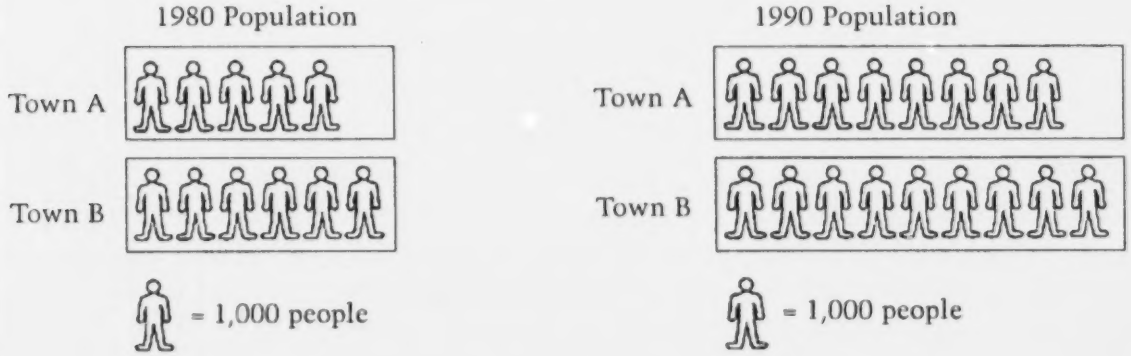
   If both cars start at the same time, will Sharon's sedan reach point B (at a distance further down the road) before, at the same time, or after Victor's van?

   Explain your reasoning.

   _____

   _____

   _____



3. In 1980, the populations of Town A and Town B were 5,000 and 6,000, respectively. The 1990 populations of Town A and Town B were 8,000 and 9,000, respectively.

   Brian claims that from 1980 to 1990 the populations of the two towns grew by the same amount. Use mathematics to explain how Brian might have justified his claim.

   Darlene claims that from 1980 to 1990 the population of Town A had grown more. Use mathematics to explain how Darlene might have justified her claim.

4. A plumber charges customers \$48 for each hour worked plus an additional \$9 for travel. If h represents the number of hours worked, which of the following expressions could be used to calculate the plumber's total charge in dollars?

   (A) $48 + 9 + h$

   (B) $48 \times 9 \times h$

   (C) $48 + (9 \times h)$

   (D) $(48 \times 9) + h$

   (E) $(48 \times h) + 9$

5. Jaime knows the following facts about points A, B, and C.

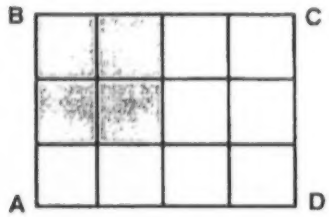
   - Points A, B, and C are on the same line, but might not be in that order.
   - Point C is twice as far from point A as it is from point B.

   Jaime concluded that point C is always between points A and B.

   Is Jaime's conclusion correct?

   (A) Yes (B) No

   In the space provided, use a diagram to explain your answer.



6. In the figure above, what fraction of rectangle ABCD is shaded?

(A) $\frac{1}{6}$

(B) $\frac{1}{5}$

(C) $\frac{1}{4}$

(D) $\frac{1}{3}$

(E) $\frac{1}{2}$

GENERAL BACKGROUND QUESTIONNAIRE

In this section, please tell us about yourself and your family. The section has 15 questions. Mark your answers in your booklet.

1. Are you Hispanic or Latino? Fill in **one or more ovals.**

   (A) No, I am not Hispanic or Latino.

   (B) Yes, I am Mexican, Mexican American, or Chicano.

   (C) Yes, I am Puerto Rican or Puerto Rican American.

   (D) Yes, I am Cuban or Cuban American.

   (E) Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Fill in **one or more ovals.**

   (A) White

   (B) Black or African American

   (C) Asian

   (D) American Indian or Alaska Native

   (E) Native Hawaiian or other Pacific Islander

3. Does your family get a newspaper at least four times a week?

   (A) Yes

   (B) No

   (C) I don't know

4. Does your family get any magazines regularly?

   (A) Yes

   (B) No

   (C) I don't know

5. About how many books are there in your home?

   (A) Few (0–10)

   (B) Enough to fill one shelf (11–25)

   (C) Enough to fill one bookcase (26–100)

   (D) Enough to fill several bookcases (more than 100)

6. Is there a computer at home that you use?

   (A) Yes

   (B) No

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.

   Ⓐ Yes

   Ⓑ No

   Ⓒ I don't know

8. Is there a world atlas in your home? It could be a book of maps of the world, or it could be on the computer.

   Ⓐ Yes

   Ⓑ No

   Ⓒ I don't know

9. About how many pages a day do you have to read in school and for homework?

   Ⓐ 5 or fewer

   Ⓑ 6-10

   Ⓒ 11-15

   Ⓓ 16-20

   Ⓔ More than 20

10. How often do you talk about things you have studied in school with someone in your family?

    Ⓐ Never or hardly ever

    Ⓑ Once every few weeks

    Ⓒ About once a week

    Ⓓ Two or three times a week

    Ⓔ Every day

11. On a school day, about how many hours do you usually watch TV or videotapes outside of school?

    Ⓐ None

    Ⓑ 1 hour or less

    Ⓒ 2 or 3 hours

    Ⓓ 4 or 5 hours

    Ⓔ 6 hours or more

12. How many days were you absent from school in the last month?

(A) None

(B) 1 or 2 days

(C) 3 or 4 days

(D) 5 to 10 days

(E) More than 10 days

13. How far in school did your mother go?

(A) She did not finish high school.

(B) She graduated from high school.

(C) She had some education after high school.

(D) She graduated from college.

(E) I don't know.

14. How far in school did your father go?

(A) He did not finish high school.

(B) He graduated from high school.

(C) He had some education after high school.

(D) He graduated from college.

(E) I don't know.

15. How often do people in your home talk to each other in a language other than English?

(A) Never

(B) Once in a while

(C) About half of the time

(D) All or most of the time

READING BACKGROUND QUESTIONNAIRE

This section is about reading and writing. The section has 10 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Fill in **one** oval on each line.

		Strongly Disagree	Disagree	Agree	Strongly Agree
a.	When I read books, I learn a lot.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b.	Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c.	Writing things like stories or letters is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
d.	Writing helps me share my ideas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

2. How often do you do each of the following? Fill in **one** oval on each line.

		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a.	Read for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b.	Talk with your friends or family about something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c.	Write in a private diary or journal on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ
d.	Write stories or poems for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ
e.	Write e-mails to your friends or family	Ⓐ	Ⓑ	Ⓒ	Ⓓ

3. NOT including reading that you do for school, how often do you spend time reading each of the following types of **fiction?** Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a.	Comic books or joke books	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b.	Fiction books or stories (books or stories about imagined events)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c.	Plays	Ⓐ	Ⓑ	Ⓒ	Ⓓ
d.	Poems	Ⓐ	Ⓑ	Ⓒ	Ⓓ

4. NOT including reading that you do for school, how often do you spend time reading each of the following types of **non-fiction?** Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a.	Biographies or autobiographies	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b.	Books about science (for example, nature, animals, astronomy)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c.	Books about technology (for example, machines, computers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
d.	Books about other countries	Ⓐ	Ⓑ	Ⓒ	Ⓓ
e.	Books about history	Ⓐ	Ⓑ	Ⓒ	Ⓓ
f.	Other non-fiction books	Ⓐ	Ⓑ	Ⓒ	Ⓓ

5. NOT including reading that you do for school, how often do you spend time reading each of the following types of **articles or stories?** Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Articles or stories in a newspaper	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Articles or stories in a magazine	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. Articles or stories on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ

6. Now think about reading and writing you do for school. For your **English** class this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
a. Have a class discussion about something that the whole class has read	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Work in pairs or small groups to talk about something that you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. Write in a journal about something that you have read for English class	Ⓐ	Ⓑ	Ⓒ	Ⓓ

7. For your **English** class so far this year, how many times have you done each of the following? Fill in **one** oval on each line.

	Never	Once	2 or 3 times	4 or 5 times	6 or more times
a. Written a report or paper about something that you have read (for example, a book report)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
b. Made a presentation to the class about something that you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
c. Done a project about something that you have read (for example, written a play, created a web site)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

8. Think about the classes that you are taking this year. How often do you read something that is **NOT** a textbook for each of the following classes? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	I don't take this class
a. English class (for example, plays, fiction books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
b. Science class (for example, science magazines, biographies of scientists)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
c. Social studies or history class (for example, books about people who lived a long time ago, real letters written a long time ago)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
d. Math class (for example, math word-games)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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9. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?

   (A) Never

   (B) Once or twice this year

   (C) Once or twice a month

   (D) At least once a week

10. When you have reading assignments in school, how often does your teacher do each of the following? Fill in **one** oval on each line.

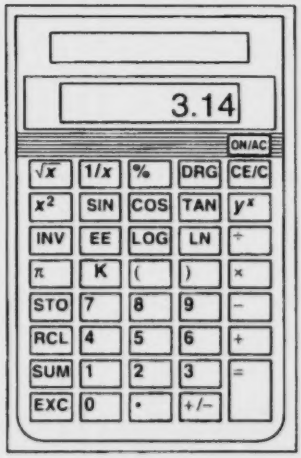
	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Ask you to explain or support your understanding of what you have read	(A)	(B)	(C)	(D)
b. Ask you to discuss different interpretations of what you have read	(A)	(B)	(C)	(D)

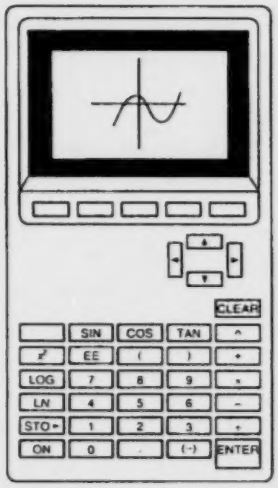
MATHEMATICS BACKGROUND QUESTIONNAIRE

This section has 10 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

1. When you do mathematics in school, how often do you do each of the following? Fill in only **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Do mathematics problems from textbooks	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Solve mathematics problems with a partner or in small groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ
c. Work with measuring instruments or geometric solids	Ⓐ	Ⓑ	Ⓒ	Ⓓ
d. Write a few sentences about how you solved a mathematics problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ
e. Talk with other students during class about how you solved mathematics problems	Ⓐ	Ⓑ	Ⓒ	Ⓓ
f. Use a computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ
g. Use a calculator	Ⓐ	Ⓑ	Ⓒ	Ⓓ





2. A calculator like the one shown above is a scientific calculator. It has keys with labels Y^x, LN, π, COS. Do you use a scientific calculator for your mathematics schoolwork?

   (A) Yes

   (B) No

3. A calculator like the one shown above is a graphing calculator. It can draw a graph in the viewing window. Do you use a graphing calculator for your mathematics schoolwork?

   (A) Yes

   (B) No

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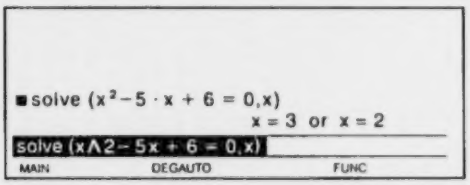

4. A calculator that can do what is shown above is called a symbol manipulator or a computer algebra system. It can work with algebraic expressions directly, and it also has all the functions of graphing calculators. Do you use a symbol manipulator for your mathematics schoolwork?

   Ⓐ Yes

   Ⓑ No

5. For mathematics class, how often do you use a calculator for each of the following activities? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Classwork	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Homework	Ⓐ	Ⓑ	Ⓒ	Ⓓ

6. How often does your teacher let you use a calculator for tests or quizzes?

   (A) Never

   (B) Sometimes

   (C) Always

7. What mathematics class are you taking this year?

   (A) Eighth-grade mathematics

   (B) Prealgebra

   (C) First-year algebra

   (D) Geometry

   (E) Second-year algebra

   (F) Integrated or sequential mathematics

   (G) Other mathematics class

8. What mathematics class do you expect to take in ninth grade?

   (A) Basic, general, business, or consumer mathematics

   (B) Applied mathematics (technical preparation)

   (C) Prealgebra

   (D) First-year algebra

   (E) Geometry

   (F) Second-year algebra

   (G) Integrated or sequential mathematics

   (H) Other mathematics class

   (I) I don't know

9. About how much time do you usually spend each **day** on mathematics homework?

   (A) None

   (B) 15 minutes

   (C) 30 minutes

   (D) 45 minutes

   (E) One hour

   (F) More than one hour

10. How much do you agree with each of the following statements? Fill in **one** oval on each line.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. I like mathematics.	(A)	(B)	(C)	(D)	(E)
b. I am good at mathematics.	(A)	(B)	(C)	(D)	(E)
c. I understand most of what goes on in mathematics class.	(A)	(B)	(C)	(D)	(E)
d. There is only one correct way to solve a mathematics problem.	(A)	(B)	(C)	(D)	(E)
e. Learning mathematics is mostly memorizing facts.	(A)	(B)	(C)	(D)	(E)
f. Mathematics is useful for solving everyday problems.	(A)	(B)	(C)	(D)	(E)
g. All students can do well in mathematics if they try.	(A)	(B)	(C)	(D)	(E)

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Information About National Assessment of Educational Progress

PROJECT MISSION. NAEP is authorized by Congress and directed and funded by the U.S. Department of Education (National Center for Education Statistics) to report on what American students know and can do in key academic subjects. It has produced more than 600 reports in its 33-year history, chronicling trends over time in the performance of 9-, 13-, and 17-year-old and fourth-, eighth-, and twelfth-grade students. The results are reported in the aggregate for large groups; no student or school data are reported. Information is reported by average proficiency; achievement levels; racial/ethnic and gender status; region; type of school; parents' education level; teachers' emphases; and a variety of school supports for learning. It is important to note that student participation is voluntary and confidential.

THE CONTENT OF NAEP. By law, for each subject assessed, the National Assessment Governing Board (NAGB) manages the development of frameworks detailing what students reasonably might be expected to know and do. These frameworks are the "blueprints" for developing tasks that measure the content specified. Schools selected for the 2003 assessment will receive NAEP's frameworks for reading and mathematics. For information on additional framework development, please contact Mary Crovo of the National Assessment Governing Board at 202–357–6941.

OBTAINING NAEP SAMPLE QUESTIONS. Most NAEP questions and tasks are not generally released to the public because these materials are reused in future assessments, and must be kept secure if the project is to accurately report trends in academic performance. However, about 25 percent of the questions from each assessment are typically designated for public release, and each NAEP report contains a sample of actual test questions. The questions released for public use can be obtained from the National Center for Education Statistics, NAEP Released Exercises, 1990 K Street, NW, Washington, DC 20006. Also, previously released questions may be viewed on and downloaded from the NCES Web site at http://nces.ed.gov/nationsreportcard.

REVIEW OF SECURE NAEP QUESTIONS. Upon written request, adult members of the public may review NAEP questions and instruments, consistent with requirements for test security. These arrangements must be made in advance of the local administration date(s) so that sufficient materials can be available and interested persons can be notified about the location and time of the examination. Those persons reviewing the assessment may not, however, remove the booklets from the room, copy them, or take notes. These requests may be made by contacting the National Center for Education Statistics at 202–502–7420.

FOR FURTHER INFORMATION. For prompt field staff support on the above-mentioned matters, or any other concerns, please call 800–283–6237.

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